DOCUMENT RESUME

ED 209 371 UD 021 722

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TITLE Desegregation Evaluation Progress Report: Parent and Student Survey Responses. Report No. 79-17.
INSTITUTION Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.
PUB DATE Nov 79
NOTE 19p.; For related documents, see UD 021 719-720, UD 021 723 and UD 021 746. Some tables may be marginally legible due to small size type.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Busing; Cultural Awareness; *Educational Quality; Elementary Secondary Education; *Parent Attitudes; *School Desegregation; *Student Attitudes; Surveys; Urban Education
IDENTIFIERS *Seattle Public Schools WA

ABSTRACT

This report presents findings from a survey of parents' and students' opinions regarding the desegregation effort and educational quality of Seattle, Washington schools in 1978-1979. Generally, parents responding to the survey indicated satisfaction with most aspects of their children's education. Areas of lowest satisfaction, however, included attention to individual instruction needs and active encouragement of interests and talents. These items received higher levels of parent satisfaction among those with children enrolled in educational program options. Students' perceptions of themselves in school situations generally paralleled their parents' satisfaction with schools. Students who changed schools showed varying degrees of satisfaction, depending on whether the changes were because of program options, mandators reassignment, or other reasons. Bussed students whose parents indicated adequate bus supervision tended to have more favorable views of their educational experience. Finally, increased awareness of other ethnic groups and cultures appeared to be related to higher parent satisfaction and more positive student attitudes. (Author/APM)

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DESEGREGATION EVALUATION PROGRESS REPORT: PARENT AND STUDENT SURVEY RESPONSES

REPORT NO. 79-17
NOVEMBER 1979

HUGH WALKUP

Office of
Instructional Program Evaluation

Department of
Planning, Research & Evaluation

SEATTLE
PUBLIC
SCHOOLS

SEATTLE PUBLIC SCHOOLS
Administrative and Service Center
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DESEGREGATION EVALUATION PROGRESS REPORT: PARENT AND STUDENT SURVEY RESPONSES

REPORT NO. 79-17
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MANAGEMENT SUMMARY

As a part of the District's Desegregation Evaluation Plan, surveys were mailed to approximately 20,000 students and parents of students in May, 1979 to assess student educational aspirations and attitudes and parent perceptions of desegregation activities and educational quality.

An unexpectedly low survey return rate precluded some detailed comparisons of group responses. Some observations made on the basis of available data were:

1. Generally, parents responding to the survey indicated satisfaction with most aspects of their children's education. The areas of lowest satisfaction were among some of those ranked as most important: attention to individual instruction needs and active encouragement of interests and talents. These items received considerably higher levels of parent satisfaction from parents of students enrolled in educational program options.

   These findings closely parallel results of a similar parent survey conducted the previous year.

2. Indicators of students' perceptions of themselves in school situations generally paralleled their parents' satisfaction with schools. These were both more favorable in elementary schools than in secondary schools and more favorable in educational program options than in regular programs.

3. Students who changed schools in 1978-79 for reasons other than transfers to educational program options or mandatory reassignment to different schools under new Seattle Plan feeder patterns showed less favorable views of themselves in school and their parents expressed lower levels of satisfaction than students and parents of students who remained in the same school.

4. Students who attended new schools as a result of new Seattle Plan feeder patterns indicated views of themselves in school situations similar to those of students who did not change schools. However, parents of reassigned students expressed lower levels of satisfaction than parents of students who did not change schools.

5. Although there was no difference between students whose bus had a bus supervisor and those whose bus did not, students whose parents indicated adequate levels of bus supervision and a generally positive bus experience tended to have more favorable views of themselves in school and their parents expressed higher levels of satisfaction than other students.

6. Increased awareness of other ethnic groups and cultures appeared to be related to higher parent satisfaction and more positive student views of themselves in school situations, particularly among those for whom the increased awareness was a positive experience. Increased contact with students from other ethnic groups, school staff and environment, and school curriculum, in that order, were seen as important in increasing student awareness of other ethnic groups.

INTRODUCTION

The purpose of this Working Paper is to present findings from surveys of parent and student opinion conducted as a part of Seattle's Desegregation Evaluation Plan for 1978-79. The present parent survey, which is similar to one conducted the previous year, addresses both perceptions of activities which are specifically related to the desegregation effort and a more general assessment of educational quality in Seattle Public Schools. The student survey was a first-time effort to gather District-wide information on the educational aspirations, interests and attitudes of the student population.

In May 1979 surveys were mailed to approximately 20,000 students and parents of students enrolled in grades 1, 3, 5, 7, and 10. This sample was selected to represent students in all grade configurations and desegregation programs. Copies of the parent and student surveys are attached in the Appendix.* By the end of June, 2,806 completed surveys had been returned, approximately 14% of the original mailing. Of these, 2,710 included both the student and parent portions of the survey. Completed surveys were compared with student placement information by student identification number. Personal information was not accessed, but remaining information about ethnic group, sex, grade, program, school, and transfer status allowed response comparisons within and among groups.

The 14% response rate represents a 10% drop from a similar parent survey conducted in 1977-78. Response rates were considerably lower from Black (5%) and Hispanic (8%) parents. Response rates from the remaining three federal ethnic categories were Asian-American, 16%, Native American, 14%, and White, 17%. These low response rates, particularly among Blacks and Hispanics, severely limit the generalizability of responses received. Consequently, no comparisons among ethnic groups are reported in the text.

*The reader interested in examining response tallies for the individual survey items may contact the Evaluation Office at 587-5160.

Program, Transfers, and Transportation Comparisons

Optional Programs

Approximately one-third (34%) of responding parents indicated that their child was attending an optional program. Of these, two-thirds reported that they had applied for the program.

Three-fourths (75%) stated that the program met their expectations, and a slightly larger proportion (83%) stated that the program offered more than would have been available in the regular classroom.

Transfers

Approximately one-fifth (481) of responding parents reported having applied for a transfer for their child for the 1978-79 school year. Of this group of 481 who reported transfer applications, 88% (425) reported receiving the requested transfer and 77% (372) said they received their first choice. Eighty-six percent (413) of the applicants reported that the application and placement process was fair to their child, although fewer (73% or 351) thought that it took a reasonable length of time; 82% (394) felt they had enough time and information to make an informed decision about which programs to apply for.

Although a substantial majority of parents indicated satisfaction with the fairness, timeliness and information of the application and placement process, one-fourth to one-fifth did not. This may indicate a need for reviewing dissemination of information to parents about optional programs. Recent improvements in student placement information systems should reduce parental concern in these areas.

Transportation

Approximately one-third of the parents who returned the survey reported that their child rode the bus to school. The average reported one-way bus ride was 21.5 minutes. Forty percent reported that there was a bus supervisor on their child's bus, 76% reported that the level of supervision was adequate, and 56% reported that the bus experience was more positive than negative.

Multiethnic Awareness

Sixty-four percent of responding parents said that their child's awareness of people from different cultures and ethnic groups increased during the year. Of these parents, 82% said increased contact with students from other ethnic groups helped increase their child's awareness; 75% said the school staff and environment helped; and 67% said the school curriculum helped. Most parents ranked contact with other students as most important to increased awareness, school staff and environment as second most important, and school curriculum as third most important to increased awareness of people from different cultures and ethnic groups. Eighty-two percent said that this increased awareness has been a positive experience for their child.

Parent Perceptions of Educational Quality

Eighteen "aspects of your child's education" were graded by parents responding to the survey and then ranked in order of importance "to a quality education for your child." Parent importance rankings of these seventeen items will be discussed first to provide a context for discussion of parent grading of these items.

Parent Importance Rankings

The average importance ranking for the eighteen items was 4.17 on a scale from one (most important) to five (fifth most important). Six items were ranked more important than the overall average:

		Average Rank
1.	Curriculum content: what is taught	2.08
2.	Intellectual stimulation: challenge to learn	2.45
3.	Method of instruction: how it is taught	2.74
4.	Staff quality: doing a good job	3.42
5.	Attention to individual instruction needs	3.84
6.	Academic expectations: performance standards	4.02

Two additional items were ranked only slightly below the mean:

7.	Active encouragement of interests and talents	4.23
8.	School climate: how student feels about school	4.24

The remaining items were considerably below the mean, indicating that they received importance rankings from relatively few parents:

9.	Instruction time priorities: how time is spent	4.62
10.	Staff quantity: enough to do the job	4.64
11.	Non-academic discipline: behavior standards	4.65
12.	Freedom to pursue interests and talents	4.70
13.	Quality of materials: books, supplies, etc.	4.71
14.	Multiethnic/multicultural awareness	4.89
15.	Evaluation of student progress	4.90
16.	Transportation: safety and dependability	4.94
17.	Encouragement of parent involvement	4.94
18.	Information and orientation for parents	4.96

The relative ranked order of importance of these items is identical to that given by parents in a similar survey in 1977-78.* The relative ordering of these items was not significantly different among parents of students from different grade levels, transfer status, educational programs, or ethnic groups.

*See 1977-78 Desegregation Evaluation Third Interim Report Seattle Public Schools, Report No. 78-5), page 10.

The eight highest ranked items fell into three identifiable clusters. The first three items, curriculum content, intellectual stimulation, and method of instruction were clearly the most important to parents, and the order among those three items was also clear.

The content of the curriculum (the facts and skills taught to children) was perceived by responding parents to be the first responsibility of schools. Second was intellectual stimulation, the motivation of students, the challenge to use their potential, and the excitement of critical inquiry. This is apparently perceived as a critical adjunct to the content of the curriculum. The method of instruction, (the means by which the curriculum is taught and the intellect stimulated), was ranked third most important by parents. Thus the three highest ranked items form an identifiable cluster around the primary goals of education: the effective dissemination of skills and information in a manner which challenges students to reach their potential.

The second cluster of items (staff quality, attention to individual instruction needs, and academic expectations) focus on the primary means by which the goals of education are met. It might be reasoned that the quality of educators is crucial to effective implementation of the curriculum, intellectual stimulation, and appropriate methods of instruction. Similarly, parents appear to feel that educators must attend to the instruction needs of each student in order to assure that the goals of education are realized for each individual student. Academic expectations also insure that each student receives the full measure of skills and information which are the charge of education.

The third cluster of items (active encouragement of interests and talents and school climate) reflect the necessity for a positive environment for the learner. In the respondents' view this environment must recognize and encourage the strengths and abilities of each student, promoting a positive self concept. It must also promote a positive attitude towards school as a safe, interesting and enjoyable place to be.

The final cluster, the ten lowest ranked items, generally deal with additional elements of education which more indirectly support the primary goals of education, its effective implementation, and a positive learning environment.

Parent Satisfaction

Parents were asked to indicate how satisfied they were with what was being provided for their child by Seattle Public Schools by giving a grade for each of the above eighteen aspects. On a five point scale (A=4, B=3, C=2, D=1, F=0), the average grade for all 18 aspects was 2.6 (a B- under most grading systems). The average grade given by parents for each of the eighteen aspects (listed in ranked order of importance) was:

Importance Ranking*		Average Grade*	#A's	#F's
1.	Curriculum content: what is taught	2.8(B)	584	29
2.	Intellectual stimulation: challenge to learn	2.5(B-)	489	110
3.	Method of instruction: how it is taught	2.7(B)	552	53
4.	Staff quality: doing a good job	2.8(B)	696	74
5.	Attention to individual instruction needs	2.3(C+)	409	172
6.	Academic expectations: performance standards	2.6(B-)	439	56
7.	Active encouragement of interests and talents	2.4(C+)	425	109
8.	School climate: how student feels about school	2.8(B)	725	122
9.	Instruction time priorities: how time is spent	2.5(B-)	357	59
10.	Staff quantity: enough to do the job	2.4(C+)	405	112
11.	Non-academic discipline: behavior standards	2.5(B-)	438	132
12.	Freedom to pursue interests and talents	2.5(B-)	416	96
13.	Quality of materials: books, supplies, etc.	2.6(B-)	428	71
14.	Multiethnic/multicultural awareness	2.7(B)	533	71
15.	Evaluation of student progress	2.6(B-)	474	98
16.	Transportation: safety and dependability	2.6(B-)	475	106
17.	Encouragement of parent involvement	2.5(B-)	529	118
18.	Information and orientation for parents	2.5(B-)	549	112

There was considerable variation among parents' grades reflecting differences in their expectations and in their children's school experience. This variability can be seen in the restricted range between the highest (2.8) and lowest (2.3) grades, and in the fact that substantial numbers of parents gave "A" grades to the same item to which others gave failing grades.

Slightly higher overall average grades than the total sample (2.6) were given by parents of minority students (2.7), parents of students in elementary schools (2.7), and parents of students in educational program options (2.9). Slightly lower overall average grades were given by parents of students in secondary schools (2.4) and by parents of students who were attending a new school assignment as a result of revised feeder patterns under the Seattle Plan (2.4). However, the relative pattern of higher to lower grades was not significantly different among any of these groups, except for parents of optional program students.

*Throughout this discussion numbers referring to importance rankings are used such that a rank of "1" indicates the most important item, "2" indicates the second most important, and so on. The grading scale used as an index of satisfaction is comparable to that used in many schools: higher grades receive higher numbers, the maximum being 4.0.

Four of the eight items ranked as most important received the highest average grades (B) from parents: curriculum content, staff quality, school climate, and method of instruction. Multiethnic/multicultural awareness also received a "B" average. Of the other four highest ranked items, academic expectations and intellectual stimulation were graded slightly lower (B-); active encouragement of interests and talents (rank 7) and attention to individual instruction needs (rank 5) received the lowest grades of all eighteen items (C+), together with staff quantity (rank 10).

The grades given the public schools were generally high, particularly for six of the eight items ranked most important by parents. However, the most instructive part of this report card is the indication of areas in which there is room for improvement. Those items most directly related to contact between students and educators also received the lowest average grades from parents: active encouragement of interests and talents, attention to individual instruction needs, and staff quantity.* While staff quantity may be a function of budget limitations, the ability to provide active encouragement of interests and talents and attention to individual instruction needs is not necessarily dependent on staff quantity alone. The capability for attending to individual needs is, of course, dependent to some extent on the number of available staff. However, that capability might also be enhanced through careful placement of the staff that is available and encouragement of appropriate classroom management techniques.

Parents of students in educational program options gave the schools higher grades in all categories than those not in options. Their grades were notably higher for school climate (3.4), active encouragement of interests and talents (3.1), attention to individual instruction needs (3.0), and intellectual stimulation (3.1). Staff quantity was graded slightly higher by these parents (2.6); staff quality was graded considerably higher (3.2). This indicates that the parents of students in option programs are more satisfied with the direct points of contact between students and schools, while still relatively more concerned about the total number of school staff.

Student Responses

Responses to the student portion of the survey closely paralleled parent responses. Students' self-reported educational aspirations, academic motivation and interest, attitude toward school, and general self concept were higher for students of parents who gave the schools higher grades and lower for students of parents who gave the schools lower grades. Furthermore, student responses to the two scales from the Self Appraisal Inventory ("Favorable view of self in school situations" scale and "General favorable

*These results closely parallel satisfaction ratings given by parents in 1978. See 1977-78 Desegregation Evaluation Third Interim Report, pages 11-13.

perceptions of self" scale)* were highly correlated with each other (r=.72), with responses to the question, "How far do you plan to go in school?" (r=.64 for the two scales combined), "Do you work hard in school?" (r=.59), and "Is school challenging for you?" (r=.48). Thus, students who indicate a favorable perception of themselves generally and a favorable view of themselves in school situations also tend to indicate: that they intend to continue their education past high school; that they work hard in school; that school is challenging to them; and that they have parents who are more satisfied with their child's school than are other parents. Which, if any, of these determine the others cannot be determined from the data. Possible interpretations range from the student as cause, "Able learners and/or acquiescent children tend to be rewarded with praise from teachers and parents, giving them a favorable perception of themselves and of schools and motivating them to see school as challenging, to work hard in school, and to want to remain in school", to the school as cause, "Schools which challenge and motivate children give them a more favorable perception of themselves and of schools." Whatever the cause, these variables are highly related and can be used as indicators of educational program effectiveness with the assumption that they are, to some extent, affected by school experiences.

Another relationship of importance for program planning is that between self-concept and performance on measures of academic achievement. This relationship will be explored in the coming year as students who responded to this survey complete a cycle of achievement testing.

Parent and Student Responses

The low survey return rate makes direct comparisons among schools, programs, and ethnic groups impossible. However, comparisons of several more general factors with parent satisfaction and student self-report are possible among school levels, attendance status, and responses to other portions of the parent survey.

School Level

Parents' overall average grades and students' views of themselves in school situations were both significantly more favorable in elementary schools than in secondary schools. There were no significant differences between high schools and junior high/middle schools or between paired and triaded elementary schools and other elementary schools.

Attendance Status

Students who transferred to educational option programs, particularly Horizon programs, indicated more favorable views of themselves in school situations, and their parents graded the schools more highly, than did other students and parents. This is in contrast to students who transferred for other reasons, changed schools due to promotion, or moved into the school district. Each of these groups of students who changed schools for reasons other than transfer to an educational program option or reassignment due to new Seattle Plan feeder patterns had less favorable views of themselves in school situations,

*Instructional Objectives Exchange, 1970

and their parents' satisfaction with the schools were lower than other students and parents. Although parents of students who changed schools due to new Seattle Plan feeder patterns expressed somewhat less satisfaction with the schools than did other parents, these students' views of themselves in school situations was approximately the same as students who did not change schools.

Rides Bus to School

Parents who indicated that their child rides a bus to school expressed more satisfaction with their schools than did other parents. This is largely attributable to higher satisfaction with optional programs, to which most children ride the bus. There was no significant difference in views of themselves in school situations between children who rode the bus and those who did not.

Parents of children who rode the bus gave a slightly higher average grade (2.8) to "Transportation safety and dependability" than did parents whose students did not ride the bus (2.6).

Parents who reported that the bus their children rode had a supervisor did not differ in their average grade for transportation (2.8) from parents of students whose bus did not have a supervisor. However, parents of bused students who reported an "adequate level of bus supervision," whether or not there was a bus supervisor, graded transportation considerably higher (3.1) than did parents who did not think there was an adequate level of bus supervision (2.1). This was particularly true in paired and triaded elementary schools where those reporting adequate levels of supervision graded transportation 3.1, and those who did not think it adequate gave transportation grades of 1.7.

Parents who reported overall "more positive than negative experience" on the bus gave a higher overall average grade for all 18 items (2.9) than did parents indicating the experience was more negative than positive (2.4).

Generally, student views of themselves in school situations did not differ whether they rode the bus or not, or had a bus supervisor or not. However, students whose parents indicated that the bus ride experience itself was more positive than negative and that there was an adequate level of supervision on the bus (with or without a bus supervisor) tended to have a more favorable view of themselves in school settings.

Multicultural Awareness

Parents who indicated that their child's awareness of people from different cultures and ethnic groups increased also tended to indicate higher satisfaction with the schools (2.7) than those who did not (2.5). Higher satisfaction with the schools was also indicated by parents who indicated that increased contact with students from other ethnic groups helped (2.7), that school staff and environment helped (2.9), that the curriculum helped (2.9), and that the increased awareness was a positive experience for their child (3.9).

Students' views of themselves in school situations paralleled their parents' satisfaction grades in each of these categories. There does appear to be a direct link between multicultural awareness and school satisfaction for both

parents and students, but whether this flows primarily from parental attitudes towards desegregated schools or from school experiences which effectively support desegregation cannot be determined from the available information.

Summary and Conclusions

Generally, parents responding to the survey indicated satisfaction with most aspects of their children's education. The areas of lowest satisfaction were among some of those ranked as most important: attention to individual instruction needs and active encouragement of interests and talents. These items received considerably higher levels of parent satisfaction from parents of students enrolled in educational program options.

Indicators of students' perceptions of themselves in school situations generally paralleled their parents' satisfaction with schools. These were both more favorable in elementary schools than in secondary schools and in educational program options than in regular programs.

Students who changed schools in 1978-79 for reasons other than transfers to educational program options or mandatory reassignment to different schools under new Seattle Plan feeder patterns showed less favorable views of themselves in school and their parents expressed lower levels of satisfaction than students and parents of students who remained in the same school.

Students who attended new schools as a result of new Seattle Plan feeder patterns indicated views of themselves in school situations similar to those of students who did not change schools. However, parents of reassigned students expressed lower levels of satisfaction than parents of students who did not change schools.

Although there was no difference between students whose bus had a bus supervisor and those whose bus did not, students whose parents indicated adequate levels of bus supervision and a generally positive bus experience tended to have more favorable views of themselves in school and their parents expressed higher levels of satisfaction than other students.

Increased awareness of other ethnic groups and cultures appeared to be related to higher parent satisfaction and more positive student views of themselves in school situations, particularly among those for whom the increased awareness was a positive experience. Increased contact with students from other ethnic groups, school staff and environment, and school curriculum, in that order, were seen as important to increasing student awareness of other ethnic groups.

Appendix A

Parent and Student Survey Forms

(label)

SEATTLE SCHOOL DISTRICT NO. 1
EVALUATION AND TESTING OFFICE

1978-79 PARENT/GUARDIAN SURVEY

(cc 1-7)

NOTE: YOUR ANSWERS TO THESE QUESTIONS WILL HELP US MAKE BETTER CHOICES AND DECISIONS ABOUT EDUCATIONAL PROGRAMS IN THE FOLLOWING YEARS. NEITHER PARENTS NOR STUDENT WILL BE INDIVIDUALLY IDENTIFIED WITH THIS ANSWER SHEET. THE ID NUMBER ON THIS SHEET WILL BE USED TO IDENTIFY THE SCHOOL AND PROGRAM YOUR CHILD ATTENDS. YOUR ANSWERS WILL NOT AFFECT YOU OR YOUR CHILD, EXCEPT AS THEY HELP US DO A BETTER JOB FOR YOU.

(cc 8) ____ ____ yes no — Does your child attend the same school as last year? If no, please check the reason(s) which apply:

(cc 9-13)

____ promoted to a higher grade level
____ moved into Seattle School District
____ moved within Seattle School District
____ residence-based school assignment changed this year (new Seattle Plan feeder pattern)
____ Voluntary Racial Transfer (other than to Educational Program Option)
____ Transferred to Educational Program Option (such as Horizon, Multi-Arts, etc.)
____ Received other transfer (such as Bilingual, Hardship, Special Education, etc.)

If your child is attending an optional program, please answer these questions:

yes	no	
____	____	Did you apply for this program?
____	____	Does this program meet your expectations?
____ (1)	____ (2)	Does this program offer your child more than would have been available in the regular classroom?

(cc 16-18)

(cc 19) ____ ____ yes no — Did you apply for a transfer for your child for the current (1978-79) school year?

yes	no	
____	____	Did you receive a transfer you requested?
____	____	If so, was it your first choice?
____	____	Was the application and placement process fair to your child?
____	____	Did the application and placement process take a reasonable amount of time?
____	____	Did you have enough time and information to make an informed decision about which programs to apply for?

(cc 20-24)

(cc 25) ____ ____ yes no — Does your child ride a school bus? If yes, please answer the following questions:

(cc 26-28) _____ How many minutes does your child ride the bus to school (one way)?

yes	no	
____	____	Is there a bus supervisor in addition to the driver on your child's bus?
____	____	Aside from the time involved, has the bus ride experience in itself been more positive than negative for your child?
____	____	Has the level of bus supervision been adequate on your child's bus?

(cc 29-31)

(cc 32) ____ ____ yes no — Has your child's awareness of people from different cultures and ethnic groups increased this year? If yes, please answer the following four questions:

yes	no	
____	____	Did increased contact with students from other ethnic groups increase your child's awareness in these areas?
____	____	Did the school staff and environment help increase your child's awareness?
____	____	Did the school curriculum help increase your child's awareness?
____	____	Has this increased awareness been a positive experience for your child?

(cc 33-36)

Which of the below was most important? Please write "1" next to the most important, "2" next to the second most important, and "3" next to the least important factor in increasing your child's awareness of people from different cultures and ethnic groups:

____ contact with other students
____ school staff and environment
____ school curriculum

(cc 37-39)

(Continued on reverse side)

Approved by: Hal Ryasby
Associate Superintendent

Listed below are several aspects of your child's education. Please indicate how satisfied you are with what is being provided for your child by Seattle Public Schools by giving a grade for each aspect. (The "order of importance" boxes are for use in the next question.)

A = Excellent B = Good C = Acceptable D = Poor F = Failing

(cc 40-57)

Grade		Order of Importance
	Curriculum Content: What is taught	
	Method of Instruction: How it is taught	
	Academic Expectations: Performance standards	
	Intellectual Stimulation: Challenge to learn	
	Instruction Time Priorities: How time is spent	
	Attention to Individual Instruction Needs	
	Active Encouragement of Interests and Talents	
	Freedom to Pursue Interests and Talents	
	Multiethnic/Multicultural Awareness	
	Staff Quality: Doing a good job	
	Staff Quantity: Enough to do the job	
	Quality of Materials: Books, supplies, etc.	
	School Climate: How student feels about school	
	Non-academic Discipline: Behavior standards	
	Transportation: Safety and dependability	
	Information and Orientation for Parents	
	Evaluation of Student Progress	
	Encouragement of Parent Involvement	

(cc 58-75)

Next please rank the five areas above which are most important to a quality education for your child. (Mark "1" for most important, "2" for second most important and so on to the fifth most important.)

COMMENTS: Please list other areas which are important to a quality education for your child.

SEATTLE SCHOOL DISTRICT NO. 1
EVALUATION AND TESTING OFFICE

(cc 1-7) 1978-79 CONFIDENTIAL STUDENT SURVEY

NOTE: YOUR NAME AND OTHER PERSONAL INFORMATION WILL NOT BE IDENTIFIED. NO INDIVIDUAL RESPONSES WILL BE REPORTED TO ANYONE. ONLY GROUP RESPONSES WILL BE REPORTED.

PLEASE COMPLETE THIS SURVEY AS HONESTLY AS POSSIBLE, AND RETURN IT IN TH ENCLOSED POSTAGE-PAID ENVELOPE WITH THE PARENT/GUARDIAN SURVEY. THANK YO

How important to you are each of the following reasons for staying in school? (1=most important; 2=second most important; .....6=least important)

(cc 8-13)
____I need the discipline.
____I like being with other kids.
____I have to.
____I like the school activities.
____I need the education to get a job.
____I like to learn things.

How far do you plan to go in school? (Please check only one.)

(cc 14)
(1)____not graduate from high school
(2)____graduate from high school
(3)____attend a community college or trade school
(4)____graduate from college
(5)____go to a graduate or professional school after college

What is the most important part of school for you? (Please check only one.)

(cc 15)
(1)____learning basic skills (reading, math, writing)
(2)____learning job skills
(3)____school activities
(4)____friends

Do you work hard in school? (Please check one.)

(cc 16)
(1)____no
(2)____sometimes
(3)____usually
(4)____yes

What do you like best about school? (Please check one.)

(cc 17)
(1)____teachers
(2)____classes
(3)____sports
(4)____other activities
(5)____friends
(6)____learning

Is school challenging for you? (Please check one.)

(cc 18)
(1)____no
(2)____sometimes
(3)____usually
(4)____yes

Please show whether you agree or disagree with each of the following statements by circling one of the letters next to the statement:

a = Strongly Agree, b = Agree, c = Disagree, d = Strongly Disagree

For example: a b (c) d I want to be a movie star.

(a) b c d I like chocolate cake.

There are no right or wrong answers, so respond to each statement as honestly as you can.

Strongly Agree	Agree	Disagree	Strongly Disagree	
a	b	c	d	School work is fairly easy for me.
a	b	c	d	I am satisfied to be just what I am.
a	b	c	d	I usually like my teachers.
a	b	c	d	I am a cheerful person.
a	b	c	d	I can get good grades if I want to.
a	b	c	d	I can be trusted.
a	b	c	d	I am popular with kids my own age.
a	b	c	d	I often volunteer in school.
a	b	c	d	I am a happy person.
a	b	c	d	I am a good student.
a	b	c	d	I always like being the way I am.
a	b	c	d	I can give a good report in front of the class.
a	b	c	d	I am proud of my school work.
a	b	c	d	If I have something to say, I usually say it.
a	b	c	d	I am a good reader.
a	b	c	d	I don't worry much.
a	b	c	d	I have a lot of self control.
a	b	c	d	I am good in my school work.
a	b	c	d	I am a good person.
a	b	c	d	I like to be called on in class.
a	b	c	d	My classmates think I am a good student.
a	b	c	d	I am sure of myself.
a	b	c	d	I can always take care of myself.
a	b	c	d	I can disagree with my teacher.